

WHITEHALL PRIMARY SCHOOL

Relationship, Sex and Health Education Policy (RSHE)

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around respectful relationships
- Recognise appropriate and inappropriate/unsafe contact, physical or otherwise
- Teach pupils the correct vocabulary to describe themselves and their bodies

We believe our School's curriculum vision (Curiosity, Independence and Aspiration) are at the heart of the teaching and learning of positive healthy relationships. Through our RSHE/PSHE and Computing curriculum, we endeavour to promote pupils' self-esteem and emotional well-being to help them form and maintain worthwhile relationships, based on respect for themselves and others, whilst ensuring they know how to keep themselves safe at home, school and in the community.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Whitehall Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to an online survey about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health and hygiene, healthy lifestyles, diversity and personal identity.

RSHE is **not** about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education, which is taught in Year 6, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and education (PSHE) and the Computing curriculum. The biological aspects of RSHE are taught within both the PSHE and the science curriculum.

Boys and girls are taught the puberty lessons in Years 4-6 separately.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The health aspect of RSHE, including puberty and hygiene is taught in Key Stage Two from Year 4 onwards.

The Primary Sex Education programme is taught in Year 6 and is optional. This includes:

- Conception, how their bodies change in preparation for making babies and how babies are born.

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At Whitehall Primary School all RSHE lessons are taught by the child's class teacher.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation and adaptation needed

Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. This includes tailoring the content and giving pupils more time to understand new vocabulary taught.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the Leaders to account for its implementation.

The governing board has delegated the approval of this policy to the Strategic Committee of the Governing Board.

7.2 The Headteacher, Personal Development Lead and PSHE/RSHE Lead

The Headteacher, Personal Development Lead and PSHE/RSE Lead are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE/RSHE Lead and Personal Development Leader through:

- Scrutiny of planning scrutinies,
- learning walks
- observations
- staff/pupil interviews

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

Appendix 1: RSHE overview map

Relationships, sex and health education overview map

	EYFS- Nursery Three and Four- Year-Olds	EYFS- Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships: Families and people who care for me	Lesson 3:Families-			Lesson 1: Safety in the local environment and unfamiliar places. Lesson 2 Medicines and safety of them.	Lesson 3: Different types of relationships. Lesson 2 Healthy positive relationships.			Lesson 4 Don't force me- Appropriate age for marriage Lesson 6 Feelings- Puberty change
Caring friendships	Lesson 2: Friendships							
Respectful relationships	Lesson 2: Friendships Lesson 3:Families-			Lesson 6: Trusted adults- safe secrets	Lesson 3: Different types of relationships. Lesson 4: Community	Lesson 3 Trusted Adults. • Exploring safe and unsafe situations (Links to Knife crime)		Lesson 3 Acting appropriately- Appropriate and inappropriate physical contact Lesson 4 Don't force me- Appropriate age for marriage Lesson 1 Media- Stereotypes, Personal identity and body image. Lesson 5 Private body parts

Online relationships		Lesson 4- Online Relationships (Staying safe online)		Lesson 3 Strategies for staying safe online			Lesson 5 Online Safety.	Lesson 1 Media- Stereotypes Personal identity and body image. Lesson 2 Online Safety.
Being safe	Lesson 1: Differences and Similarities Link to PANTS rule. (Do not discuss body part names)	Lesson 1: Body Parts. Label body parts: Arms, head, hands, shoulders, fingers, knees, stomach, toes Lesson 2 Private Body Parts (Talk PANTS rule) Lesson 3 Asking for Help (Who to ask if they feel safe/unsafe)	Lesson 1: Appropriate and inappropriate physical contact. Lesson 4 Privates are private. (Identify private parts, NOT LABELLING BODY PARTS)	Lesson 4 Labelling body parts. Private human body parts. Recap of body parts Lesson 5 Concept of my private body parts.	Lesson 1 Body space Lesson 5 Labelling body parts (including external genitalia – vulva, penis, testicles) To use resource B in this lesson (clothed boy and girl).	Lesson 1 Private Body Parts and puberty changes in Girls Boys	Lesson 2 Trusted Adults. Lesson 7 Gender- Understand the difference between biological sex and gender	Lesson 3 Acting appropriately- Appropriate and inappropriate physical contact Lesson 4 Don't force me Appropriate age for marriage Lesson 2 Online Safety- reliability of information Lesson 5 Private body parts Lesson 6 Feelings- Puberty change
Physical Health and well-being: Mental Wellbeing						Lesson 2 Changing Feelings (negative and positive)	Lesson 1 Becoming Resilient (Emotions) Lesson 4 Feelings & Conflict. Emotional changes during puberty.	Lesson 1 Media- Media- Stereotypes Personal identity and body image.

Internet Safety and Harms		Lesson 3 Asking for Help Lesson 4- Online Relationships					Lesson 5 Online Safety.	Lesson 2 Online Safety- Reliability of information Lesson 1 Media- Stereotypes Personal identity and body image.
Physical Health and Fitness								
Healthy Eating								
Drugs, Alcohol and Tobacco								
Health and Prevention								
Basic first aid			Lesson 2: Emergency services Lesson 3: Hazards in the home (first aid)				Lesson 6 First Aid/ Emergency services	Lesson 8 Risks of alcohol Lesson 9 First aid/ Emergency services
Changing Adolescent body						Lesson 1 Private Body Parts and puberty changes in Girls Boys	Lesson 3 Puberty – Change.	Lesson 5 Private body parts Lesson 6- Feelings- Puberty change Lesson 7 non-statutory sex education

								Making babies
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Updates include:

- Age-appropriate resources have been sourced for all Year Groups. Images/resources used in EYFS and KS1 include illustrations of clothed boys and girls
- Yr2 Body parts lesson has been changed to a simpler version (to recap Reception lesson)
- Yr3 Puberty lesson has been moved to Year 4 in line with the statutory Science curriculum
- Yr5 Gender identity lesson has changed to cover the definition of biological sex/gender

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/carers form: withdrawal from sex education within RSHE in Year 6

TO BE COMPLETED BY YEAR 6 PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	